



BETHANY ELEMENTARY

337 Maynard Grayson
Clover, South Carolina

Grades	PK-5 Elementary School	
Enrollment	307 Students	
Principal	Calub Courtwright	803-810-8800
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	Excellent	Average
2006	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

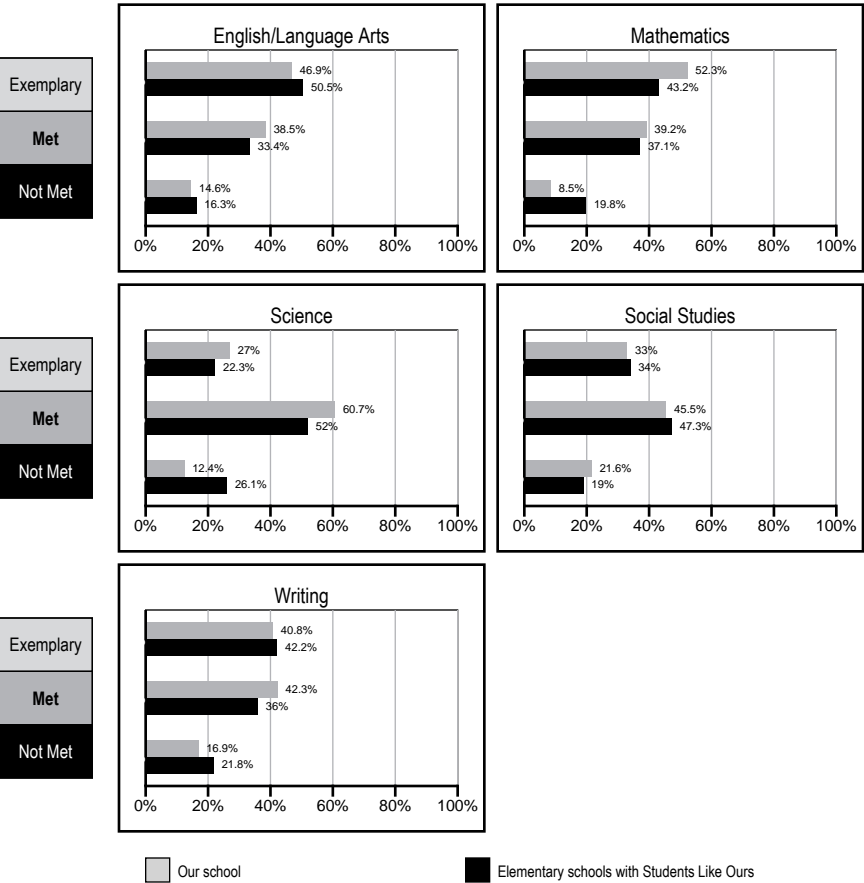
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	28	14	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=307)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.8%	0.8%	1.2%
Attendance rate	96.6%	Up from 96.4%	96.5%	96.1%
Eligible for gifted and talented	21.3%	Up from 13.6%	18.5%	11.7%
With disabilities other than speech	4.8%	Down from 5.3%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	73.1%	Up from 70.4%	62.1%	60.5%
Continuing contract teachers	84.6%	Down from 88.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.1%	Down from 92.2%	89.4%	87.0%
Teacher attendance rate	94.2%	Down from 96.4%	95.9%	95.4%
Average teacher salary*	\$56,569	Up 3.1%	\$48,456	\$47,288
Professional development days/teacher	14.1 days	Up from 13.0 days	11.3 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.7 to 1	20.0 to 1	19.2 to 1
Prime instructional time	89.2%	Down from 90.4%	92.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,110	Up 9.0%	\$7,104	\$7,548
Percent of expenditures for instruction**	71.0%	No Change	70.5%	68.7%
Percent of expenditures for teacher salaries**	66.2%	Up from 66.0%	67.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Bethany Elementary School's success continues to be grounded in a strong, positive school and community culture and excellence in teaching and learning. Our culture thrives on common values, traditions, and ceremonies that exemplify the significance we place on the teaching and learning environment. Our strong culture is a unifying force for students, parents, faculty, and staff.

The faculty and staff at Bethany are committed to high levels of student achievement. This commitment is seen in the achievement of all students. Bethany students continue to score above the state average on state testing. In addition, Bethany School has been recognized by the Education Oversight Committee for closing the achievement gap for the past eight years.

Student data is an important part of daily instruction at Bethany. PASS, MAP, DRA results, running records, and individual probes are some of the information used to provide targeted instruction for students.

Continuous, uninterrupted instruction is a clear focus at Bethany Elementary School. This is accomplished through a daily common grade-level flexible grouping time. This time allows teachers and additional staff to instruct students in areas of need and, at the same time, minimize the need for classroom pullouts and interruptions throughout the remainder of the instructional day.

Providing employees with encouragement, resources, and time for planning and reflection is an important part of the teaching and learning culture at Bethany. In addition to daily planning, special planning days have been periodically worked into the schedule.

In addition to our academic focus, students are able to participate in activities such as student council, safety patrol, art club, chorus, and the Eagle Eye news. Character education is an important part of our school, with administrators and teachers emphasizing a new character trait each month.

The affirmation of student work is an important tradition at Bethany. Each year, a special celebration of student work is held. During this celebration, parents and community members learn about the quality of instruction provided as students select and share work that they have completed throughout the year.

We are proud of the success of our students at Bethany!

Lee Cain, SIC Chair

Cathy P. McCarter, 2009-2010 Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	45	40
Percent satisfied with learning environment	96.2%	88.9%	92.3%
Percent satisfied with social and physical environment	100.0%	90.7%	92.1%
Percent satisfied with school-home relations	100.0%	93.0%	87.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	131	100	14.6	38.5	46.9	93.8	89.8	83.5	Yes	Yes
Gender										
Male	66	100	21.2	34.8	43.9	92.4	86.8	80.1	N/A	N/A
Female	65	100	7.8	42.2	50	95.3	93	87	N/A	N/A
Racial/Ethnic Group										
White	118	100	14.5	39.3	46.2	94	91.3	89.6	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	80.4	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.4	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.2	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	16	100	60	26.7	13.3	73.3	52.8	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	61	100	20	45	35	91.7	80	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	131	100	8.5	39.2	52.3	96.9	91.2	80.4	Yes	Yes
Gender										
Male	66	100	7.6	45.5	47	95.5	89.5	78.4	N/A	N/A
Female	65	100	9.4	32.8	57.8	98.4	93.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	118	100	9.4	38.5	52.1	96.6	92.5	87.8	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	82	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.3	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	87	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	16	100	40	53.3	6.7	80	56.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	87.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	61	100	6.7	50	43.3	95	83.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	90	100	12.4	60.7	27	87.6	82.9	67.3
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Gender

Male	47	100	10.6	63.8	25.5	89.4	82	66.9
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Female	43	100	14.3	57.1	28.6	85.7	84	67.7
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Racial/Ethnic Group

White	81	100	12.5	57.5	30	87.5	85.8	79.6
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African American	4	I/S	I/S	I/S	I/S	I/S	63.3	49.7
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	78.8	84.4
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	73.6	59.4
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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Disability Status

Disabled	13	100	33.3	50	16.7	66.7	47.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.8	58.6
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Socio-Economic Status

Subsidized meals	45	100	11.4	75	13.6	88.6	70.1	55.4
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Social Studies

All Students	89	100	21.6	45.5	33	78.4	81.5	70.9
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Gender

Male	44	100	22.7	36.4	40.9	77.3	80.6	70.1
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Female	45	100	20.5	54.5	25	79.5	82.5	71.7
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Racial/Ethnic Group

White	79	100	23.1	43.6	33.3	76.9	82.8	79.2
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African American	5	I/S	I/S	I/S	I/S	I/S	69.3	58.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	86.8
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.2	68
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	11	100	I/S	I/S	I/S	I/S	47	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.8	68
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Socio-Economic Status

Subsidized meals	38	100	24.3	54.1	21.6	75.7	68.1	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	133	100	16.9	42.3	40.8	83.1	83.7	72.1	96.6	96.3
Gender										
Male	66	100	25.8	43.9	30.3	74.2	78.2	65.2	96.7	96.3
Female	67	100	7.8	40.6	51.6	92.2	89.5	79.2	96.6	96.4
Racial/Ethnic Group										
White	120	100	17.9	40.2	41.9	82.1	85.6	80.8	96.6	96.2
African American	7	I/S	I/S	I/S	I/S	I/S	68.9	59.7	96.8	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.4	87	97.9	97.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84.4	64.6	98.7	97
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	73.4	95.4	94.4
Disability Status										
Disabled	19	100	58.8	17.6	23.5	41.2	35.4	27.7	96.9	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.4	63.7	98.3	97.5
Socio-Economic Status										
Subsidized meals	58	100	24.1	48.3	27.6	75.9	69.2	61.9	96.3	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	62	100	15.3	42.4	42.4	84.7
	4	46	100	9.1	52.3	38.6	90.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	7.7	30.8	61.5	92.3
	4	48	100	17	36.2	46.8	83
	5	44	100	18.2	47.7	34.1	81.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	62	100	22	28.8	49.2	78
	4	46	100	4.5	43.2	52.3	95.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	7.7	33.3	59	92.3
	4	48	100	6.4	46.8	46.8	93.6
	5	44	100	11.4	36.4	52.3	88.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	31	100	31	48.3	20.7	69
	4	46	100	6.8	59.1	34.1	93.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	20	100	10	55	35	90
	4	48	100	10.6	70.2	19.1	89.4
	5	22	100	18.2	45.5	36.4	81.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	31	100	23.3	40	36.7	76.7
	4	46	100	2.3	68.2	29.5	97.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	19	100	15.8	36.8	47.4	84.2
	4	48	100	17	53.2	29.8	83
	5	22	100	36.4	36.4	27.3	63.6
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	62	100	25	40	35	75
	4	46	100	9.1	54.5	36.4	90.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	40	100	17.9	43.6	38.5	82.1
	4	48	100	14.9	46.8	38.3	85.1
	5	45	100	18.2	36.4	45.5	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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